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titles, Biology, Anthropology, Psychology, Ethnology, Demography, History, Political and Economic Science, and Ethics." The work attempts "an analysis of contemporary society as it is found in the more advanced civilization of Europe and America." (p. 138) It is divided into five books on the Origin and Scope of Sociology, the Natural History of Society, Social Anatomy, Social Physiology and Pathology, and Social Psychology. It is intended as a text-book for beginning classes in colleges and academies. The treatment aims to be elementary and lucid, and the authors are to be congratulated on the success which they have attained. It seems, however, almost too elementary for the average college or university class with which the writer is acquainted and to obtain lucidity at times by passing slightly over questions of fundamental importance to Social Science. For example there is in the book no discussion at all of the concept of social law and of the question whether we may apply the concept of law to social phenomena in the same sense in which it is applied to natural phenomena. When we compare this silence with the following statement of Professor W. G. Sumner in a recent article on Sociology "the conception of a natural law (which is the most important good to be won from studying natural science) . . . . is hardly yet applied by anybody to social fact and problems" the difference of emphasis is clearly marked. The detailed statements of the book so far as they have been tested seem in general accurate. But one cannot but call in question the assertion "that a large proportion of immigrants to the United States is trained for industrial pursuits rather than for agriculture" (p. 283), and the further assertion that "the family is an outgrowth of the gregarious instinct" (p. 319), as hasty or questionable generalizations. The book, however, is a new effort in a field hitherto unworked, and as such is to be cordially welcomed and its shortcomings to be readily condoned.

W. F. Willcox

Cornell University

*Six Months' Preparation for Reading Caesar.* By FREDERICK B. RICHARDSON, A. M., of the Cutler School. New York: Holt & Co.

The object of this little book of 120 pages is to prepare pupils in the shortest possible time for reading Caesar. Following Milton's suggestion, that "all the grammar necessary for a pupil to learn can be put into seven pages", the author omits many discussions that fill up elementary books. This is a wise method. It is absurd to present children with numerous exceptions to rules, or to stuff into elementary text-books philological lore, as is sometimes done, apparently through fear that the maker of the

book may not take a suitable rank in the learned world. Still it would be a mistake to suppose that this book is deficient because it is small. It contains all that is necessary for the purpose proposed. The verbs are given in the indicative and subjunctive entire, beginning with the first conjugation. This has its advantages, preventing the piecemeal view of the verb which is sometimes impressed upon the young mind. All through the treatment of the verb the pupil is told, in building the tenses, to give their meaning at the same time. We regard this as good practice for a beginner. The exercises are short; some may consider them too short, yet they seem to be long enough to accomplish the purpose of bringing the child early to connected reading. Instead of the principal parts of verbs the author insists upon giving the three stems, the present, the perfect, and the perfect participle. He also gives, in his vocabularies, the stem only of nouns and adjectives, instead of their nominative cases. It is claimed that by this method half the time necessary for learning vocabularies is saved. Inasmuch as dictionaries and grammars are not arranged in this way, and the nominatives and principal parts must finally be learned, we doubt whether, in the end, very much is thus gained.

The "models" for studying a Latin sentence, and for translating an English sentence into Latin, which are placed at the end of the book, with perforated fastenings, are very practical. If, in spite of recent recommendations, Caesar is to remain as the first step in Latin reading, this book seems well adapted to introduce pupils to his style and thought.

*Rutger's Grammar School*

*E. R. Payson*

*Geology, a Manual for Students in Advanced Classes and for General Readers.* BY CHARLES BIRD, Head Master of the Mathematical School, Rochester. pp. 429. London: Longmans, Green, & Co., 1894.

This is one of a series of Advanced Science Manuals published by Longmans, Green, & Co. An opening chapter on the method of geological study is followed by an account of Minerals, Rocks, the "Industrial Uses of Rocks", "Weathering of Rocks and Agricultural Geology". Then come the usual subjects in dynamical geology and a review of geological history, with closing chapters on the "Distribution of Life on the Earth in Times Past and Present", "Minerals and Mining", "Scenery", and "The Ice Age and Its Course". Each section is followed by a "Summary" and a series of questions, and at the close are appended some sample examination papers. The author's style is clear and his definitions and descriptions usually exact and good. The present advance